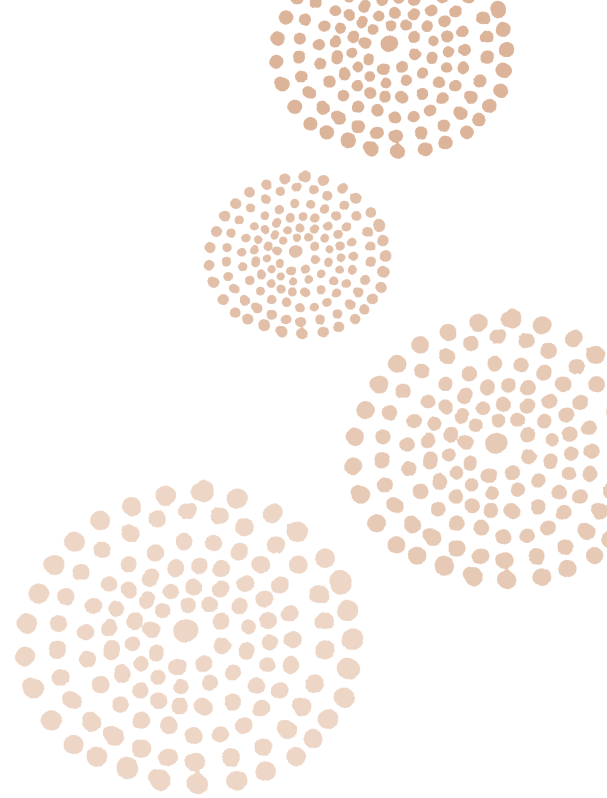
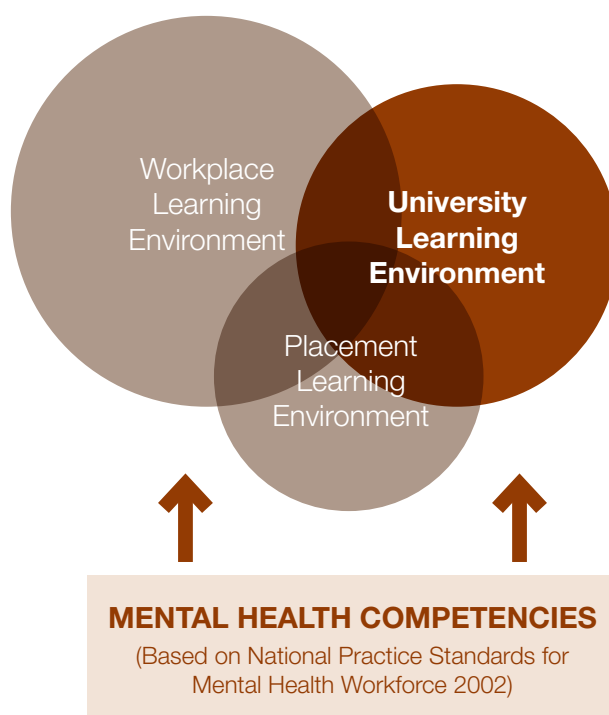


chapter 4:

university study and support



This chapter describes the **university learning environment** component of the Aboriginal Mental Health Worker Training Program Learning Model. It includes a consideration of the Trainee as a student, a description of the Bachelor of Health Science (Mental Health), Djirruwang Program, offered by Charles Sturt University, the roles and responsibilities of university staff, and university study support and entitlements.



Trainee as a student

University study requirement

As a condition of employment, Trainees are required to enrol in a university course leading to a tertiary qualification in a recognised field in mental health, for example, a Bachelor of Health Science (Mental Health), Bachelor of Health Science (Mental Health Nursing), or a Bachelor Degree in Social Work or Psychology. The Trainee is a full-time employee of NSW Health and also undertakes a full-time equivalent course of study. Trainees are currently enrolled in the Bachelor of Health Science (Mental Health) conducted through the School of Nursing, Midwifery and Indigenous Health at CSU. It is expected that the range of university study options that Trainees can undertake will be expanded in the coming years.

It is important to remember that while attending university, Trainees will be on mandatory learning and development leave. As employees of NSW Health, Trainees must abide by the *NSW Health Code of Conduct*. In addition, Trainees are expected to abide by the university code of conduct titled *The Student Charter*. It sets out expectations and responsibilities of the student and the university.



See 'Supporting documents' at the end of this chapter for the 'Charles Sturt University student charter'.



Also see the *CSU Student Academic Misconduct Policy* and *Student General Misconduct Policy* at www.csu.edu.au/acad_sec/ccinfo/mis.htm.



See 'Supporting documents and resources' in Chapter 3: Workplace Training and Support for the *NSW Health Code of Conduct*.

Clinical placement requirement

As part of the Bachelor of Health Science (Mental Health), Trainees are required to undertake a number of clinical placements linked to selected clinical subjects in the course. When Trainees are undertaking clinical placements (even if it is within the local mental health service), they are to be regarded as 'students' and all rules and regulations for student placements will apply.



See Chapter 5: Clinical Placements and Support for information on requirements and formalities.

Research requirements

In Year Three of the Djirruwang Program, Trainees take a subject titled 'Research in Mental Health'. When a Trainee is undertaking any research activity or a quality improvement project as part of university studies, the Trainee is also considered a 'student' and all research formalities apply.



See Year Three in the detailed 'Course structure' below for a description of the subject 'Research in Mental Health'.

Research considerations

NSW Health expects any research undertaken in its facilities and with patients or clients of its services to be of the highest ethical standard. It is essential that Trainees consider the ethical implications of their research or quality improvement project and follow the instructions for gaining ethics approval as detailed in the policy directive *Human Research Ethics Committees—Quality Improvement & Ethical Review: A Practice Guide for NSW*.¹

Trainees need to ask the question, ‘Does the research involve human participants?’

It is a requirement of Charles Sturt University, like all other Australian universities and research organisations, that all research that involves human participants must be conducted in accordance with the National Statement on the Ethical Conduct in Human Research.

The role of the CSU [Human Research Ethics Committee] is to consider ethical implications of all proposed human research projects that are considered more than low risk conducted by University staff or students and to determine whether or not they are acceptable on ethical grounds. The Committee bases all their comments, requests for clarification or further information, on the *National Statement on Ethical Conduct in Research Involving Humans*, issued by the National Health and Medical Research Council (NHMRC).²



See, in particular, information on the CSU Centre for Research and Graduate Training website related to the question, ‘Do I need Human Ethics Approval?’ (available at <www.csu.edu.au/research/committees/human/ehrc_approval.htm>.)

Trainees should also consider if the research participants are patients or clients of NSW Health. The policy directive titled *Human Research Ethics Committees—Quality Improvement & Ethical Review: A Practice Guide for NSW* provides a checklist and an explanation about activities that require review and approval by NSW Health.

This Guideline assists health professionals undertaking quality improvement activities by helping identify when that activity may require ethical review by a Human Research Ethics Committee. The need for such review is based on identifying any ethical risks that such activities may pose to participants.³



Trainees, their team leaders and workplace supervisors, as well as their university lecturers, should read the Guidelines so they are fully aware of the processes and their responsibilities. If there are any questions, visit the ‘Ethics’ page of the NSW Health website at <www.health.nsw.gov.au/ethics/research/index.asp>.



The Health Research and Ethics Branch of NSW Health acts as a resource centre and source of advice to clinicians, researchers and Human Research Ethics Committees regarding ethical matters and provides secretariat services to major ethics-related committees. If advice is needed, email an enquiry to <healthethics@doh.health.nsw.gov.au>.

A further research consideration for Trainees is whether the research participants are Aboriginal or Torres Strait Islander.



For research involving Aboriginal and Torres Strait Islander people, see the NHMRC document *Values and Ethics: Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research*, available at <www.nhmrc.gov.au/_files_nhmrc/file/health_ethics/human/conduct/guidelines/e52.pdf>.⁴

University course: Bachelor of Health Science (Mental Health)

Djirruwang Program

The course is conducted over a three-year period with two semesters each year, an autumn and a spring semester. The course is delivered by mixed mode that involves a mixture of residential teaching blocks (four per year), supplemented by teaching materials (Study Guides), tutorials and clinical placements in a variety of appropriate workplaces. Clinical placements are compulsory and are attached to nine subjects throughout the course in first, second and third years, totalling 20 weeks over the three years. The Trainee will need to pass the academic requirements and the clinical placement requirement for these subjects.

On successful completion of three years, Trainees graduate with a Bachelor of Health Science (Mental Health). There are five Alcohol and Other Drugs subjects included in the course and successful completion of additional elected subjects will meet the requirements for a double major in Mental Health and Alcohol and Other Drugs.

If Trainees choose to cease employment as a Trainee and exit the course before the end of three years, they can graduate with the following qualifications:

- on successful completion of two years, a Diploma in Health Science (Mental Health)
- on successful completion of one year, a Certificate in Health Science (Mental Health).

Each semester Trainees undertake four subjects. All four subjects are taught during two residential teaching blocks in each semester. There are also electives that do not require a residential.

The teaching team has developed a Clinical Handbook and a Djirruwang Clinical Assessment Tool (DCAT) to provide students with a guide and a set of expected competencies to ensure a meaningful and practical experience in the clinical environment. The DCAT is underpinned by the *National Practice Standards for the Mental Health Workforce*.

CSU's Bachelor of Health Science (Mental Health) aims to prepare graduates who have appropriate knowledge, understanding, skills and attitudes to work competently as a mental health worker within their own communities and mainstream mental health services... This specialist course aims to prepare graduates to work with Aboriginal and Torres Strait Islander clients, their family and communities and other health professionals, Indigenous and non-Indigenous.⁵

Djirruwang Program course objectives

The objectives of the Bachelor of Health Science (Mental Health), Djirruwang Program, are to provide high quality mental health information and experiences for students to:

- ensure Aboriginal and Torres Strait Islander people have the opportunity to participate in high quality tertiary education in the field of mental health;
- contribute to the creation of a highly skilled and effective Aboriginal and Torres Strait Islander mental health workforce;
- be consistent with and demonstrate awareness, understanding and skills consistent with the *National Practice Standards for the Mental Health Workforce 2002*;
- provide safe, effective mental health care as a beginning mental health practitioner for individuals and groups across the age continuum in a variety of health care settings, and
- respond appropriately to the context in which mental health care occurs.⁶

University graduate attributes

These course objectives also sit within a framework of graduate attributes valued by the University. These state that Charles Sturt University (CSU) Bachelor of Health Science (Mental Health) graduate attributes build students' capacity to contribute to their community and to the wider society.

By the conclusion of their studies, students are able to:

1. demonstrate a broad overview of their field of knowledge and application of the knowledge and skills developed in their university studies;
2. communicate effectively in both written and oral modes for a variety of purposes and with clients in a manner relevant to their discipline;
3. demonstrate an ability to use current technology for information retrieval, processing, storage and presentation;
4. demonstrate analytical skills, including the exercise of critical, reflective judgement and the ability to be adaptable;
5. address unfamiliar problems;
6. plan their own work;
7. work collaboratively to define and achieve outcomes;
8. demonstrate a national and international perspective, and
9. demonstrate an understanding of, and commitment to, values-driven practice in their field of study that takes account of personal and professional accountability, ethical practice, social justice, cultural diversity, reconciliation and environmental sustainability.⁷



See 'Supporting documents' for the 'Curriculum structure' for the three years of the Bachelor of Health Science (Mental Health).

Course structure

The Bachelor of Health Science (Mental Health) comprises 18 mandatory subjects, three of which are year-long, 16 point subjects, and three elective subjects.

Session 1

MHP101 Introduction to Mental Health
MHP102 Social and Emotional Wellbeing
MHP103 Mental Health Across the Life Span 1
MHP104 Introduction to Substance Use: Assessment and Intervention

Session 2

MHP105 Introduction to Primary Health Care: Mental Health 1
MHP106 Mental Health Across the Life Span 2
MHP107 Healing Our People (Counselling 1)
and one from:
MHP108 Alcohol and Other Drugs: Assessment and Intervention
MHP109 Body, Illness and Health

Students may exit here with the University Certificate in Health Science (Mental Health).

Session 3

MHP201 Assessment, Diagnosis and Management in Psychiatry (year-long subject)
MHP202 Crisis Management
MHP203 Healing Our Spirit: Grief, Loss and Trauma
MHP209 Mental Health, Law and Ethics

Session 4

MHP201 Assessment, Diagnosis and Management in Psychiatry
MHP204 Healing Our People (Counselling 2)
MHP205 Primary Health Care: Mental Health 2
and one from:
MHP206 Suicide Prevention
MHP207 Alcohol and Other Drugs: Interventions
MHP208 Working with Children and Youth [Adolescents]

Students may exit here with the Diploma of Health Science (Mental Health).

Session 5

MHP301 Research in Mental Health (year-long subject)
 MHP302 Professional Issues in Aboriginal and Torres Strait Islander Mental Health (year-long subject)
 MHP303 Sexual Assault and Family Violence
 MHP304 Mental Health and Substance Use (Dual Diagnosis)

Session 6

MHP301 Research in Mental Health
 MHP302 Professional Issues in Aboriginal and Torres Strait Islander Mental Health (completed)
 MHP305 Working with Families
 and one from:
 MHP306 Forensic Mental Health
 MHP307 Advanced Skills in Drug and Alcohol [Work]
 MHP308 Community Action Against Sexual Assault and Family Violence

Students will graduate with the Bachelor of Health Science (Mental Health) on completion of 192 points (21) subjects.

Year One⁹

Clinical placement total is 4 weeks: 2 weeks each linked to MHP105 Introduction to Primary Health Care: Mental Health 1 and MHP107 Healing Our People (Counselling 1)

Year One Session 1

MHP101 Introduction to Mental Health [Core Subject]

This subject introduces the broad concepts of mental health. It addresses issues in mental health in relation to the principles and models of care; and examines the roles and functions of mental health professionals. It describes the historical development of mental health services; including normalisation, institutionalisation and de-institutionalisation, and the use of terms and definitions used in mental health. The subject will address stigma, which is a major issue for both clinicians, families, carers and consumers. Further to this it will explore the reason for the use of classification systems to ensure consistency of diagnosing. Students will also undertake Mental Health First Aid training as a compulsory part of this subject.

MHP102 Social and Emotional Wellbeing [Core Subject]

This subject provides an overview of social and emotional well-being issues, and mental health problems in Aboriginal and Torres Strait Islander communities. These include psychological and spiritual effects on Aboriginal and Torres Strait Islander people, the value of traditional Aboriginal and Torres Strait Islander belief systems, the community, societies, healing and law. This subject will look at the importance of being connected to the land and the dreaming. Students will further examine the historical impact of colonisation on Aboriginal and Torres

Strait Islander communities, and as a result loss, grief and trauma are identified factors contributing to the impairment of health and well-being. Importantly this subject will investigate appropriate ways of healing within Aboriginal and Torres Strait Islander communities in a contemporary context.

MHP103 Mental Health Across the Life Span 1 [Core Subject]

This subject provides students with an understanding of mental health development from conception through to adolescence. It will examine the developmental milestones in human physical and mental development, the theories of human development, in particular attachment theory and the significance of nature versus nurture, personality theories and the differences in gender development. In addition this subject will explore cultural and social influences on developmental stages for Aboriginal and Torres Strait Islanders and identify relevant services that may be required for these age groups.

MHP104 Introduction to Substance Use: Assessment and Intervention [Core Subject]

This subject introduces and orientates the student to the Alcohol and Other Drugs (AOD) field. It will examine the historical context and current patterns of AOD use in our society. Various models of dependence including harm minimization as the dominant philosophy in Australia will be explored. The basic pharmacology of commonly used drugs of dependence will be detailed. The subject will cover the key components of assessment and intervention for states of intoxication, overdose and withdrawal. Finally the primary purpose and evidence supporting current specific AOD treatment interventions will be outlined.

Year One Session 2

MHP105 Introduction to Primary Health Care: Mental Health 1 [Core and Clinical Placement Subject]

There is evidence that increasing involvement and control of health policy, health initiatives and service delivery by Aboriginal and Torres Strait Islander people themselves deliver improved health outcomes. A Primary Health Care model is the focus of this subject, which covers the promotion of health and mental health, early intervention and the prevention of illness. The subject simplifies the dynamics of care, explaining the differences for upstream, midstream and downstream models of care, downstream being Primary medical care where as Primary health care is upstream. This addresses a range of health concerns that have no specific medical intervention and has concern for population as well as individual health, community involvement and the use of appropriate technology.

MHP106 Mental Health Across the Life Span 2 [Core Subject]

This subject builds on MHP103 (developmental stages from conception through to adolescence), and will examine the physical and mental health developmental stages from early adulthood to late adulthood. It will provide the student with an understanding of the dynamics between personality development, human behaviour and development. The complexities of transition through the ages including economics, health, lifestyle relationships, loss and grief, will be examined. Most importantly the student will learn that individuals do not age at the same rate and that gender roles in particular for traditional Australians are different. This subject provides insight that ageing is a lifelong process.

MHP107 Healing Our People (Counselling 1) [Core and Clinical Placement Subject]

This subject introduces students to the basics of counselling including attending skills, engagement, building rapport, setting the scene, limit setting, the counselling process developing therapeutic relationships and ethical issues. Students will demonstrate the practical application of counselling skills and techniques throughout this subject. Furthermore, culturally relevant counselling models and approaches for Aboriginal and Torres Strait Islander people are also included.

MHP108 Alcohol and Other Drugs: Assessment and Stages of Change [Intervention] [Elective Subject]

This subject examines the context of Alcohol and Other Drug (AOD) use in society including patterns and impacts of AOD use with special consideration to age, gender and cultural issues. Students will gain a basic understanding of the physiological and psychological effects of AOD use and associated disorders. Practical skill development is the primary focus of this subject. Students will learn about building rapport, screening, early and brief intervention, assessment, stages of change and motivational interviewing, goal setting, relapse prevention and developing individual care plans. Practical methods for involving families and making referrals, as well as legal and ethical practice and other mandatory requirements will be outlined. It is assumed that students have successfully completed MHP104 prior to enrolling in the alcohol and other drugs subject sequence (which includes MHP108, MHP207 and MHP307), as MHP104 covers the fundamental principles upon which these further subjects are based.

MHP109 Body, Illness and Health [Elective Subject]

This subject is based on the concept of holistic health and examines the interrelatedness of social, emotional and physical wellbeing and its impact on a whole of life view of health on individuals and communities. It will be shown how balance and harmony is also required for a healthy functioning body and how this balance can be affected by disease, environment and lifestyle. The current health status of Aboriginal and Torres Strait Islander peoples will be explored within the context of history of colonisation, the social determinants of health and the relationship between lifestyle and health.

Year Two

Clinical placement total is 8 weeks: 4 weeks linked to MHP201 Assessment, Diagnosis and Management in Psychiatry, 2 weeks linked to MHP202 Crisis Management and 2 weeks linked to MHP203 Healing Our Spirit: Grief, Loss and Trauma

Year Two Session 3

MHP201 Assessment, Diagnosis and Management in Psychiatry [Commenced, Core and Clinical Placement Subject]

This subject builds on MHP101 Introduction to Mental Health. Mental Health is about the study, diagnosis, treatment and management of mental illness and mental disorders. This subject examines those mental illnesses and mental disorders. It focuses on the causes, prevalence, clinical features, classification, assessment, treatment and management issues. Current mental health practice in Australia utilises the DSM IV and ICD 10 classification systems to assist in making a diagnosis. The subject will provide students with the theoretical knowledge and the practical skills to assess, and formulate a provisional diagnosis, and also to develop treatment and management plans in collaboration with significant others. Furthermore culturally appropriate models of assessment, diagnosis and care within existing legislative requirements and industry standards in mental health will be included.

MHP202 Crisis Management [Core and Clinical Placement Subject]

This subject will examine the terms crisis and maladaptation. The subject will analyse types and stages of crises; crisis intervention and management and the role of the mental health worker in a crisis situation. A crisis can provide the opportunity for personal growth, development, and most of the time assists individuals to be more effective in coping, thus increasing an individual's self-esteem, well-being and self-worth. Legal and ethical aspects of managing crisis situations are covered, especially working with psychiatric emergencies.

MHP203 Healing Our Spirit: Grief, Loss and Trauma [Core and Clinical Placement Subject]

This subject provides an understanding of the historical issues that impact on contemporary Aboriginal and Torres Strait Islander communities. These issues have created significant grief, loss and trauma for Aboriginal and Torres Strait Islander people and have been identified as major contributors to emotional and physical illness within these communities. The subject will examine the stages of loss and grief and explore and discuss the healing processes and the significance of healing for communities.

MHP209 Mental Health, Law and Ethics [Core Subject]

This subject will address legal and ethical issues pertaining to the intervention and management of people who have a mental illness or a mental health disorder. Mental health professionals are accountable for their day to day work, to the consumer and to the community. There is an expectation to practice within a standard of care framework when practicing as a mental health professional. This paradigm, along with the other components of negligence will be explored alongside the Civil Liability Act. Other legal issues

such as managing information and the Privacy Act, the Crimes Act, the Inebriates Act, the Guardianship Act, the Public Health Act, Occupational Health and Safety legislation, the NT National Emergency Response Act and mandatory reporting will be explored. Most importantly, the Mental Health Act will be included and examined as to how it governs daily practice. Ethical issues surrounding mental health care and treatment will also be examined including the principles of autonomy, beneficence, non-maleficence and justice.

Year Two Session 4

MHP201 Assessment, Diagnosis and Management in Psychiatry [Continuation, Core and Clinical Placement Subject]

This subject builds on MHP101 Introduction to Mental Health. Mental Health is about the study, diagnosis, treatment and management of mental illness and mental disorders. This subject examines those mental illness and mental disorders. It focuses on the causes, prevalence, clinical features, classification, assessment, treatment and management issues. Current mental health practice in Australia utilises the DSM IV and ICD 10 classification systems to assist in making a diagnosis. The subject will provide students with the theoretical knowledge and the practical skills to assess, and formulate a provisional diagnosis, and also to develop treatment and management plans in collaboration with significant others. Furthermore culturally appropriate models of assessment, diagnosis and care within existing legislative requirements and industry standards in mental health will be included.

MHP204 Healing Our People (Counselling 2) [Core Subject]

This subject expands on MHP107 Healing Our People: Counselling 1. It critically analyses counselling theories, modalities and intervention strategies. The focus is upon the strengths and weaknesses of these theories and models. This subject will also analyse the appropriateness of these contemporary counselling theories and models for Aboriginal and Torres Strait Islander people. In addition psychosocial and spiritual assessment and interventions relating to Aboriginal and Torres Strait Islander peoples will be examined. Legal and ethical issues associated with counselling will be covered as will professional issues including stress and burnout.

MHP205 Primary Health Care: Mental Health 2 [Core Subject]

This subject examines the principles and practices of community development. It focuses on how to engage and work effectively with communities to build social capital and effective community programs that will assist in improving social and emotional well-being in families and communities. Students are introduced to the important concepts of equity, access, empowerment, community self determination and inter-agency collaboration as well as the social, economic, cultural and political determinants of health. Students undertaking this subject are expected to develop a proposal for a community development mental health program for Aboriginal and Torres Strait Islander communities in a primary health care context.

and one from:

MHP206 Suicide Prevention [Elective Subject]

This subject investigates the underlying factors associated with suicide, suicide attempts and the skills required to effectively respond. It also focuses on community responses through suicide prevention. Of particular focus will be the issue of suicide prevention as it relates to Aboriginal and Torres Strait Islander communities and families to ensure that suicide prevention is integral to community business. Important policies and legal and ethical responsibilities will be examined to ensure students can play an active role in their own communities to assist with the prevention of suicide.

MHP207 Alcohol and Other Drugs: Interventions [Elective Subject]

This subject builds on the first year elective MHP108 Alcohol and Other Drugs: Assessment and Stages of Change [Intervention]. It will examine current intervention and rehabilitation models for both Aboriginal and Torres Strait Islander and western culture, both short and long term, the concepts of dependence and harm reduction, pharmacotherapies and other therapeutic models including the relevance of age and gender. The student will gain information on developing personal skills programs, strengthening and supporting community action and supporting and developing healthy policies.

MHP208 Working with Children and Adolescents [Elective Subject]

This subject builds upon MHP103 (Mental Health across the Lifespan 1). It discusses the relationship between the developmental process and mental health disorders in children and adolescents, and provides an overview of the epidemiology, causes, assessment and treatment of childhood and adolescent mental health disorders. Specific attention is paid to issues of culture, gender, racism, identity and spirituality as they influence the manifestations and assessment of mental health disorders in Aboriginal and Torres Strait Islander children and adolescents. Developmentally and culturally sensitive approaches to engagement, assessment and management of mental health disorders are discussed, as well as factors that promote mental health and resilience in children and adolescents. Consideration is also given to issues including youth suicide, intergenerational trauma, mandatory reporting and confidentiality as they relate to Aboriginal and Torres Strait Islander children and adolescents.

Year Three

Clinical placement total is 8 weeks: 2 weeks each linked to MHP301 Research in Mental Health, MHP302 Professional Issues in Aboriginal and Torres Strait Islander Mental Health, MHP304 Mental Health and Substance Use (Dual Diagnosis), MHP305 Working With Families.

Year Three Session 5

MHP301 Research in Mental Health [Commenced, Core and Clinical Placement Subject]

The subject content is focused on developing research skills, analysing and critiquing literature and collecting and presenting data. The subject will also provide students with a basic understanding of both qualitative and quantitative research methodologies - developing a research question, literature review, research design, methods associated with the methodologies and writing up a research proposal which integrates research theories and practice methods.

MHP302 Professional Issues in Aboriginal and Torres Strait Islander Mental Health [Commenced, Core and Clinical Placement Subject]

This subject explores current issues in the field of Aboriginal and Torres Strait Islander mental health and its future development, including industrial and ethical issues and the need for a professional body. Other areas covered include competency development, evidence based practice, employment trends and workplace practices. It also identifies the professional issues confronting mental health workers, stress and burnout and personal stress management plan, being a member of the multi-disciplinary team and utilising professional and personal resources. The subject also requires students in collaboration to prepare and conduct a conference to professional colleagues.

MHP303 Sexual Assault and Family Violence [Core Subject]

This subject provides students with knowledge and insight into sexual assault and family violence. It discusses how it impacts on Aboriginal and Torres Strait Islander people affected by sexual assault or family violence. This subject highlights the links between mental health issues with child sexual assault and family violence. It covers the prevalence, effects and impact on survivors of adult and child sexual assault and family violence. Students will develop useful practical skills and knowledge to work more effectively with people affected by sexual assault and family violence.

MHP304 Mental Health and Substance Use (Dual Diagnosis) [Core and Clinical Placement Subject]

Many consumers who have a mental illness have a substance abuse problem. This subject introduces the student to the coexisting issues of alcohol and/or drug use and mental illness, and/or disorders. This is generally referred to clinically as Dual Diagnosis. Dual Diagnoses can create complex issues for the care and management of consumers. These issues can be poorly understood and the consumers further stigmatised. This subject examines common concepts and terminology for both mental health, alcohol and other drug fields.

More importantly this subject investigates ways to improve cooperative and collaborative client case management between services and agencies to assist a person with coexisting mental health and substance abuse issues.

Year Three Session 6

MHP301 Research in Mental Health [Completion, Core and Clinical Placement Subject]

The subject content is focused on developing research skills, analysing and critiquing literature and collecting and presenting data. The subject will also provide students with a basic understanding of both qualitative and quantitative research methodologies - developing a research question, literature review, research design, methods associated with the methodologies and writing up a research proposal which integrates research theories and practice methods.

MHP302 Professional Issues in Aboriginal and Torres Strait Islander Mental Health [Completion, Core and Clinical Placement Subject]

This subject explores current issues in the field of Aboriginal and Torres Strait Islander mental health and its future development, including industrial and ethical issues and the need for a professional body. Other areas covered include competency development, evidence based practice, employment trends and workplace practices. It also identifies the professional issues confronting mental health workers, stress and burnout and personal stress management plan, being a member of the multi-disciplinary team and utilising professional and personal resources. The subject also requires students in collaboration to prepare and conduct a conference to professional colleagues.

MHP305 Working with Families [Core and Clinical Placement Subject]

This subject aims to enhance the students' knowledge and skills required to work with clients and their families in the management of mental disorders and the promotion of emotional and social well being. The subject explores the dynamics of families as systems. It describes the diversity of families in relation to culture, family roles, communities and service provision. The causes of family breakdowns are examined and ways to initiate a healing process are discussed. Furthermore, the subject discusses how to optimise available resources to benefit families through primary care and general mental health care services, prevention initiatives, and development of interagency links and resources.

and one from:

MHP306 Forensic Mental Health [Elective Subject]

This subject introduces students to the notion of forensic mental health care. It enables students to have a broad understanding of the forensic services including mental health care across the lifespan. The focus is upon disorders and treatment modalities available for forensic clients. This allows the opportunity to discuss the pertinent issues involved in the delivery of forensic mental health care for Aboriginal and Torres Strait Islander clients. In addition, this subject explores the issues of 'deaths in custody' in relation to Aboriginal & Torres Strait Islander people. Appropriate sections of the 'Mental Health Act' and the 'Prisons Act' will be discussed.

MHP307 Advanced Skills in Drug and Alcohol Work [Elective Subject]

This subject explores, at an advanced level, the issues of Drug and Alcohol misuse in society. It will examine the global assessment and management initiatives, patterns and prevalence, and associated harms. The historical and contemporary aspects of Drug and Alcohol use in Australia will be examined. Students will gain an understanding of the social, cultural and political role that Drugs and Alcohol have had both in the past and currently, for the individual, family, community and society, along with social and policy responses. It will analyse the age and gender differences and various patterns and types of Drug and Alcohol misuse, including their availability. Further to this, the subject will investigate the global socio/political implication of Drug and Alcohol misuse in Western and Aboriginal and Torres Strait Islander societies. It is assumed that students have successfully completed MHP104 prior to enrolling in the alcohol and other drugs subject sequence (which includes MHP108, MHP207 and MHP307), as MHP104 covers the fundamental principles upon which further subjects are based.

MHP308 Community Action Against Sexual Assault and Family Violence [Elective Subject]

This subject is designed for students who have completed the core unit on Sexual Assault and Family Violence. It provides students with the opportunity to explore the deeper issues associated with sexual assault and family violence. It discusses the historical, cultural and systemic perspectives to provide a context for the current manifestation of sexual assault and family violence in Aboriginal and Torres Strait Islander communities. The subject explores in more detail the effects on children, women, and men who experience the violence and on the communities in which they live. It explores in particular, effective and appropriate responses to children who experience sexual assault and/or family violence. It covers the issues of law reform and current responses to the violence including counselling responses. Students will develop useful practical skills and knowledge to work more effectively with individuals and communities to respond to the violence and to establish safety for those people affected by sexual assault and family violence.

Education provider: Roles and responsibilities

Djirruwang Program staff: Director/Course Coordinator

The Program Director is responsible for the efficient and effective management of the Djirruwang Program. The Director also has a small teaching load and a clinical support role.¹⁰

The Director will:

- continue to provide evidence to NSW Health through the Djirruwang Executive Group on progression of the Program
- continue to raise awareness of mental health as a desirable career option for Aboriginal and Torres Strait Islander students
- further develop linkages with industry, community and other key organisations to build capacity for a more effective mental health workforce
- establish additional tertiary and career pathways for Aboriginal and Torres Strait Islander people into mental health careers
- enhance access of Aboriginal and Torres Strait Islander peoples to gain tertiary-level qualifications, especially in the mental health field
- develop pathways for graduates of the course into other professional disciplines such as nursing, psychology and social work
- develop supportive collaborative strategies for the Aboriginal and Torres Strait Islander mental health workforce as appropriate
- develop supportive collaborative strategies to ensure that graduates of the Program have adequate clinical skills in mental health for safe practice, as a standard practice for a clinically based course
- provide Line Managers of NSW Health through the Head of School with timely updates on student academic progress and requirements
- work in collaboration to ensure student progress
- report to NSW Health in relation to changes to the structure and operation of the course
- report serious issues/incidents involving Trainees to NSW Health to enable a coordinated response
- conduct ongoing evaluation and continuous quality improvement with the cooperation of enrolled students and graduates, supervisors and managers in industry to ensure that the education provided continues to meet workplace needs
- continue the development of the course curriculum, which must demonstrate clear links with the *National Practice Standards for the Mental Health Workforce* and include clinical supervision arrangements consistent with the *National Practice Standards for the Mental Health Workforce*
- develop, foster and maintain working relationships with Aboriginal and Torres Strait Islander health services and mainstream mental health services for information sharing, and knowledge base development
- develop a system of approved mentors to support Aboriginal and Torres Strait Islander students in their communities during their time of study in the course
- ensure that Djirruwang staff have opportunities to keep abreast with evidence-based practice and current research in mental and Indigenous health
- ensure the provision of clinical supervision during clinical placements, through consultation and regular reports from the Clinical Coordinator
- ensure that lecturing and marking of assignments and exams are of a high standard and that correct recording of the assessments is in line with university policies.

Djirruwang Program staff: CSU Course Clinical Coordinator

The Bachelor of Health Science (Mental Health), Djirruwang Program course clinical coordinator will facilitate and provide overall supervision of clinical placements for students of the course to ensure the best possible practical [and rewarding] experience for the students, industry and the university. [Note: the course clinical coordinator also has a small teaching role.]

The course clinical coordinator will:

1. Inform students of the clinical requirements of the course and provide required documentation for clinical placements.
2. Provide support to students where they are having difficulties organising their clinical placements and actively assist those students to organise placements who are unable to organise their placement themselves.
3. Collaborate with and arrange workshops with Area Health Services (AHS), Aboriginal Medical Services (AMS) and Social & Emotional [Wellbeing] Service managers and clinicians to ensure quality and a thorough understanding of the course clinical placement requirements.
4. Notify the student and industry clinical [placement] supervisor of approval of clinical placements.
5. Monitor clinical placements with student and industry clinical [placement] supervisors to ensure placement requirements are being satisfactorily addressed.
6. Negotiate with the student and industry clinical [placement] supervisor should any issues arise to achieve a satisfactory outcome for student, industry and the university.
7. Build and maintain a resource of clinical placement areas and contact people in AHS, AMS, Social and Emotional Wellbeing services and non government organisations.
8. Develop a course list of possible placements and contact details to assist students in their choice of placements.
9. Develop and maintain processes that allow for efficient and smooth organisation of clinical placements with industry
10. Ensure clear documentation and comprehensive records and checks of all requirements listed within the clinical handbook and DCAT documents governing student's clinical placements are recorded and maintained in a confidential manner
11. Liaise with the course coordinator and provide a written progress report with regard to clinical placements at the end of each university session
12. Maintain and review the clinical handbook in collaboration with appropriate industry personnel to ensure the handbook remains current and appropriately addresses clinical requirements.¹¹

Djirruwang Program staff: Lecturers

Each lecturer is required to have a background as a mental health clinician, with undergraduate and/or post-graduate degree qualifications with a minimum of five years of clinical experience and a proven background in teaching. For those subjects requiring specialist knowledge and experience, such as Domestic Violence, Drug and Alcohol, and Law and Mental Health, professionals with appropriate qualifications, expertise and credibility in those areas are employed.¹²

The lecturer requirements are to:

- teach mainstream and cultural subjects (both are integral parts of the Program) and to have expertise in the subjects taught
- be skilled in interactionary learning strategy, whereby lecturer and student share knowledge, which sets the scene for critical thinking and respect
- give coaching and direction to students where appropriate, and work with industry and other services to enhance a supportive partnership for students to progress their learning
- encourage self-directed learning with assistance from the university library and computer networks
- give students timely support and academic advice when required—this may include counselling and referring onto a more appropriate person or assisting with computer access and training
- assist in orientation of new students and encourage student support (buddy system) by engaging senior students of the program
- have experience and be professional in assessments of students and recording of information and reporting discrepancies
- assist with the ongoing evaluation and continuous quality improvement of the Program
- work with students, supervisors and managers in industry to ensure that the education provided continues to meet workplace needs
- keep abreast with evidence-based practice and current research in mental and Indigenous health and education.

The Program also utilises:

- senior mainstream mental health clinicians to ensure quality of information and up-to-date evidence-based practice
- Elders and appropriate respected Aboriginal and Torres Strait Islander peoples important for the student's cultural learning
- wherever possible, field visits to culturally appropriate sites to maintain cultural and traditional belief and values.

University study support and entitlements

Ngungilanna Indigenous Student Services

Ngungilanna is the Indigenous Student Services support unit on the Wagga Wagga campus and has an office, a manager and staff. It offers a range of services for Indigenous students. The office has tutor/study rooms, computers and printing facilities and a common room. Staff members can assist and support students to access services and entitlements. If support and information are required, contact the Ngungilanna Indigenous Student Services on (02) 6933 4121 or (02) 6933 4122.



For further information, see the Ngungilanna Indigenous Student Services website at www.csu.edu.au/division/studserv/iss/wagga.htm.

Indigenous Student Services

The Manager, Indigenous Student Services, is responsible for:

1. The day-to-day management of the campus-based offices
2. Financial expenditure
3. Campus coordination with Koori Academics and Schools on academic issues
4. Regional coordination of Indigenous student recruitment, enrolment and study activities
5. Regional consultation and liaison with Indigenous community organizations
6. Representation of the offices on their respective campus and community locations¹³



For further information, see the Indigenous Student Services website at www.csu.edu.au/division/studserv/iss/index.htm.

Tutor support

It is highly recommended that Trainees take the opportunity to receive tutorial support, especially in the first two years of study.

A tutor is a qualified person engaged on contract by the university. Tutors are responsible for supporting Trainees in their academic work. Trainees, as university students, are eligible for two hours per subject per week of specific content tutoring. As stated in the *Charles Sturt University Indigenous Tutorial Assistance Scheme (ITAS) Tutor Guidebook*, 'The primary objective of an ITAS Tutor is to have a commitment to the encouragement of independent learning'.¹⁴

Tutors are responsible for:

- assisting Trainees to clarify assessment tasks
- proofreading completed assessments
- advising on research work required to complete assessment tasks
- supporting competence in literacy, numeracy and computer literacy
- advising on study skills and learning techniques.

To be a tutor, a person must:

- demonstrate suitable qualifications
- register as an ITAS tutor at CSU
- not be the student's regular (university) course tutor or lecturer or a member of the student's immediate family or (if applicable) employer or supervisor at work.

The Department of Education, Employment and Workplace Relations funds the tutoring support through the ITAS, the purpose of which is to accelerate education outcomes for Indigenous Australians. Tutoring is organised through Ngungilanna Indigenous Student Services. There are 27 administrative procedures related to the engagement and payment of tutors that CSU must follow. They include determining student eligibility, recruiting qualified tutors, ensuring tutorial sessions have been undertaken in accordance with the Program and organising payment of tutors.

It is the responsibility of the Indigenous Student Services to organise tutors; however, it may be preferable for Trainees and/or their Line Managers to identify suitable, local people. Whether it is possible to identify a suitable tutor or not, the Trainee is required to complete an application form.

All ITAS forms for students and tutors are available from the Indigenous Student Services website at <www.csu.edu.au/division/studserv/iss/itas/>. These include:

Student Forms

- ITAS Student Guidebook
- ITAS Student Roles and Responsibilities
- ITAS Student Application form

Tutor Forms

- ITAS Tutor Claim Form
- ITAS Tutor Feedback Form
- ITAS Tutor Guidebook
- ITAS Tutor Responsibilities
- ITAS Tutor Work Program
- ITAS Tutor Progress Report



See 'Supporting document' at the end of this chapter for the 'Aboriginal Tutorial Assistance Scheme (ATAS) student application form', which provides an example of a correctly completed form. Note that Item 11 asks, 'Do you have a tutor in mind?' Tick 'Yes' if a suitable tutor has been identified and give the person's name and telephone number. Tick 'No' if no person has been identified so Indigenous Student Services knows to select a suitable tutor.¹⁵

If it is not possible to identify a suitable person, contact the ITAS Coordinator at Indigenous Student Services. There is a database of qualified people who can be matched to the Trainee. The ITAS Coordinator will endeavour to contract a tutor for every Trainee requesting one. Each community will have a number of local resources upon which to draw, such as educational institutions (school, TAFE and university systems), as well as people in the health system.

The completed forms must be returned to Indigenous Student Services for processing. The forms can be scanned and emailed, faxed or mailed to the ITAS Coordinator.



For additional information and support, contact the ITAS Coordinator. See 'CSU key contacts' in 'Supporting documents' for the ITAS Coordinator's contact details.

Provided the paperwork has been completed correctly, it can take between one to three weeks to process the forms and contract the person to be a tutor.

Learning Skills Advisers

CSU employs Learning Skills Advisers on-site to provide support and academic development to students if and when needed. The role of a Learning Skills Adviser is to assist students to adapt to the university environment and to acquire the necessary skills to succeed in study at university. In doing so, Learning Skills Advisers provide assistance in essay writing, referencing, exam preparations, effective reading, note taking and time management.

Students are able to make appointments at Ngungilanna to see Learning Skills Advisers when they are on campus or by telephoning (02) 6933 4121 or (02) 6933 4122.



For more information, see the Learning Skills page of the CSU website at www.csu.edu.au/division/studserv/learning/.

Student contribution amount

Trainees will be enrolled in a Commonwealth supported place at university. Commonwealth supported students are required to pay a student contribution amount towards the cost of tuition (80 per cent) and the Commonwealth pays a contribution (20 per cent) directly to the university. The Area Health Service will pay the Trainee's student contribution amount, formerly Higher Education Contribution Scheme (HECS) fees, for the approved university course (for example, the Bachelor of Health Science (Mental Health)). However, if a Trainee fails a subject, he or she is liable to pay the student contribution fees when repeating the subject.



Trainees are expected to sign an authority for their academic progress information to be shared between CSU and their Line Manager. This form has been agreed to by both NSW Health and the university. The purpose of this form is to allow the Trainee's Line Manager to identify early on if a Trainee is experiencing problems with his or her study. The Line Manager can act quickly, in consultation with the Trainee and the university, to resolve any issue before it has a detrimental effect on the Trainee's employment. The Trainee's ongoing employment is dependent on satisfactory completion of university course requirements, as well as satisfactory work performance.



See 'Supporting documents and resources' in Chapter 3 for the 'Authority for academic progress to be shared' form and the information sheet that explains it.



When filling in the university forms at enrolment, in the section headed 'HECS-HELP indication of payment', make sure the Trainee ticks the box specifying 'full up-front payment of my student contribution amount'. Also make sure the Area Health Service is identified as the organisation paying the student contribution amount. The fees must be paid on or before the census date (last day to withdraw from a university subject or course without incurring liability for student contributions or tuition fees).



If there are any problems related to student contribution fees, contact the Student Liaison Officer on (02) 6933 2298 or the HECS Coordinator on (02) 6933 2337.



For more information visit the Going to Uni website at <http://www.goingtouni.gov.au> and the Division of Finance page of the CSU website at www.csu.edu.au/division/finserv/fees/dest/comm_supp.html.

Residential teaching block attendance

A maximum of 10 days of learning and development leave (inclusive of the regular weekly allocated time for learning and development) will be granted for each residential teaching block at CSU. Trainees must fill in the Area Health Service 'Learning and development enrolment form' and have it signed by their Line Manager to signify that they are 'on duty'.

Travel to and from residential teaching blocks will not usually attract time in lieu. However, there have been some instances when residential teaching blocks have spanned two weekends. In these circumstances, it is at the discretion of the Line Manager whether to grant time in lieu at the Area Health Service level.

Travel and accommodation arrangements

Travel costs to and from residential teaching blocks at CSU and accommodation are fully funded by the Department of Education, Employment and Workplace Relations under its Indigenous Education Programme. It is called 'Away from Base' funding. The funding is administered by the Ngungilanna Indigenous Student Services. Travel and accommodation are arranged by Indigenous Student Services staff. Trainees will be accommodated on campus and consideration will be given to placing Trainees in the most appropriate type of accommodation to meet their needs.

Trainees are requested to use public transport (air, bus, train) or their own vehicles if possible. A kilometre allowance is paid when using private vehicles (\$0.33/kilometre). Area Health Service vehicles are not usually used for attending residential teaching blocks or placements; no kilometre allowance will be paid if a work vehicle is used.

In general, funding covers the most direct route within a reasonable timeframe. If for any reason, there is a deviation in the travel route, it is the Trainee's responsibility to cover the extra kilometres travelled. If the Trainee has any questions about what will or will not be covered by 'Away from Base' funding, it is best to contact the Coordinator on (02) 6933 2516 when planning the travel route.

It is considered reasonable for a Trainee to travel up to 10 hours to reach the university. If the Trainee decides to stay overnight halfway, the Trainee will be expected to cover the cost of the accommodation.

For Trainees flying to Wagga Wagga, Regional Express Airlines (Rex) has strict baggage requirements. Trainees will be expected to pay their own excess baggage costs. The requirements can be checked before travel is commenced at the Rex website at <www.regionalexpress.com.au/>.

If Trainees arrive during business hours, a university bus will meet them at the airport and transport them to their accommodation. If Trainees arrive after hours and they have previously advised the Indigenous Student Services, an Indigenous Student Services staff member and car will meet them.

Childcare arrangements and support

Trainees who require childcare support during residential teaching blocks will need to apply directly to the local childcare centres to arrange and confirm availability, to verify the service provided and determine any associated costs/childcare benefits.



For links to child care centres, see the 'Childcare support' page of the CSU website at <www.csu.edu.au/division/studserv/support/services/child.htm>.



Access further information on CSU's policies on children on campus and breastfeeding via its Administration Manual at <www.csu.edu.au/adminman/stu/student.htm>.

Deferral of study

If a Trainee intends to defer university study, he/she must apply to the university for approval and apply for leave without pay from the Area Health Service.



Refer to the Area Health Service delegations manual and consult with the Line Manager regarding approval for this type of leave.

Supporting documents

Supporting document	File type	File name	Purpose
Trainee as a student			
Charles Sturt University student charter	PDF	USS_1	Information
University course: Bachelor of Health Science (Mental Health)			
Curriculum structure	PDF	USS_2	Information
University study support and entitlements			
Aboriginal Tutorial Assistance Scheme (ATAS) student application form	PDF	USS_3	Example
CSU key contacts	Word document	USS_4	Information

Notes:

- ¹ NSW Health (2007b). *Human Research Ethics Committees—Quality Improvement & Ethical Review: A Practice Guide for NSW*, NSW Department of Health, North Sydney. Viewed 2 September 2010 at: <www.health.nsw.gov.au/policies/gl/2007/pdf/GL2007_020.pdf>.
- ² Centre for Research and Graduate Training, CSU (n.d.). 'Human Research Ethics Committee (HREC)'. Viewed 2 September 2010 at: <www.csu.edu.au/research/committees/human>.
- ³ NSW Health (2007b). *op. cit.*, page i.
- ⁴ NHMRC (2003). *Values and Ethics: Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research*, NHMRC, Canberra.
- ⁵ Charles Sturt University (n.d.). 'Bachelor of Health Science (Mental Health)'. Viewed 2 September 2010 at: <www.csu.edu.au/courses/undergraduate/mental_health/course-overview>.
- ⁶ Charles Sturt University (2010). *op. cit.*, page 2.
- ⁷ *ibid.*, pages 2–3.
- ⁸ Information downloaded from http://www.csu.edu.au/courses/undergraduate/mental_health/course-structure
- ⁹ Subject information downloaded from http://www.csu.edu.au/handbook/handbook11/subjects/2011_Subjects.html#MHP101. **Note:** subject names and content information change from time to time. Check the CSU website for up-to-date information.
- ¹⁰ Information provided by the Director/Course Coordinator.
- ¹¹ Charles Sturt University (2010). *op. cit.*, pages 7–8.
- ¹² Information provided by the Director/Course Coordinator.
- ¹³ Indigenous Student Services, CSU (n.d.). 'Sharing learning in Wiradjuri Country'. Viewed 2 September 2010 at: <www.csu.edu.au/division/studserv/iss/index.htm>.
- ¹⁴ Charles Sturt University (n.d.). 'Charles Sturt University Indigenous Tutorial Assistance Scheme (ITAS) Tutor Guidebook'. Viewed 2 September 2010 at: <www.csu.edu.au/division/studserv/iss/docs/ITAS_TUTOR_GUIDEBOOK.pdf>.
- ¹⁵ **Note:** Some forms have 'Aboriginal Tutorial Assistance Scheme (ATAS)' written on them. This scheme is the same as the Indigenous Tutorial Assistance Scheme (ITAS). CSU is currently updating its forms.

